

Abstract

This study was to assess the in-service training programs on the implementation of the integrated English curriculum in Nairobi province. The study had four objectives: to establish the extent to which the time allocated for inset programs affect the implementation of integrated English curriculum, to determine how attendance of inset programs by English teachers affect the implementation of integrated curriculum, to determine the level of school involvement in the facilitation of inset programs and how it has influenced the implementation of integrated English curriculum and to establish the extent of preparedness of inset trainers/ organization before monitoring of the English curriculum inset and how it affects the implementation. Literature focused on concepts of curriculum, training, secondary curriculum.

English secondary school curriculum, need for teachers in-service on integrated in English curriculum and challenges facing effective implementation of English curriculum. The research design used was survey design and the researcher used simple random sampling method to pick 45 secondary schools who participated in the study targeting head teachers and English teachers. All 9 provincial English panel specialists were sampled.

The findings of the study revealed that most teachers agreed that time allocated to INSET programs was short and could not cover the training needs of teachers adequately. However, the time allocated was helpful to the teachers in improving their teaching skills and strategies in curriculum implementation. Majority of the teachers argued that attendance of in-service courses helped in improving the teaching strategies though the sessions were few. It was also established that funding of the INSET program was a challenge as some teachers had not attended in-service training due to inadequate funds. It was found that some of the facilitators did not have well mastery of the content and did vary their training skills.

The researcher came up with several recommendations which included: that the duration for training should be made longer so as to make the courses more effective. Attendance of teachers should be organized at central point where data base is kept to monitor the teachers who have attended and how many sessions undertaken so as to give an equal chance to all English teachers to participate, schools should create a common pool to make funds available for English teachers not to miss training sessions. At the same time the facilitators should do adequate research so that they can master their content and vary their training skills which are critical in making the courses more vibrant and involve the teachers in the planning process. The researcher made several suggestions for further research which included perceptions of head teachers on the lack of in-service courses in relation to profession development of the teachers and future career profession.

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